

# Easthampstead Park Community School

Ringmead, Bracknell, Berkshire, RG12 8FS

**Inspection dates** 25–26 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The quality of teaching is not consistently good. Some teachers do not plan activities at the right level of difficulty for their students.
- The stronger features of teaching present in the school are not sufficiently shared across subject departments.
- The quality of marking is inconsistent. Students do not always receive the necessary advice on how to improve their work.
- Historically, students have not made the progress that they are capable of by the end of Year 11.
- The sixth form requires improvement because the progress of its students has been too slow.
- Students do not always show positive attitudes to their learning. Sometimes poor behaviour disturbs lessons.
- The management of students' behaviour is not consistent across the school.
- Leaders, managers and governors have not yet ensured that teaching and achievement have improved enough to be good.

### The school has the following strengths

- Achievement is improving. The proportion of students gaining five or more GCSEs at grades A\* to C, including English and mathematics, has increased since the previous inspection. The school is successfully improving the rate of progress for students who receive additional support.
- The headteacher, well supported by other staff, has introduced initiatives that are leading to better teaching.
- Students feel safe in school. They report that incidents of bullying or racist behaviour are rare and that they are dealt with promptly by staff
- During breaks, students socialise well together and there is a calm atmosphere.
- Governors show a detailed understanding of the strengths and weaknesses of the school and are playing an active part in its improvement.

## Information about this inspection

- Inspectors observed parts of 34 lessons, of which seven were jointly observed with members of the school’s leadership team. They made several shorter visits to observe literacy activities. Inspectors also visited an assembly and tutor group periods.
- Inspectors looked at students’ work in their lessons and carried out a detailed scrutiny of their written work.
- Inspectors held meetings with three groups of students to discuss their views of the school and talked with students informally around the school.
- Meetings were held with the headteacher, other staff with leadership responsibilities, four members of the governing body and a senior representative of the local authority.
- Inspectors examined a variety of school documentation, including records of current students’ progress, self-evaluation and improvement plans, behaviour and attendance logs, minutes of governors’ meetings, and records relating to safeguarding and the management of staff performance.
- Inspectors took account of the questionnaires completed by 74 members of staff and 24 responses to the online questionnaire, Parent View. A meeting was held with one parent when requested.

## Inspection team

Sean Thornton, Lead inspector	Additional Inspector
Susan Cox	Additional Inspector
Valerie Houldey	Additional Inspector
Richard Kearsey	Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized secondary school.
- Most students are from White British backgrounds and the proportion of students who speak English as an additional language is below average.
- The proportion of disabled students and those who have special educational needs supported at school action is average. The proportion of students supported at school action plus or with a statement of special educational needs is above average.
- The proportion of students known to be eligible for the additional funding called the pupil premium is average. This funding is provided for students who are known to be eligible for free school meals and those in local authority care.
- A small number of students follow work-related courses at Bracknell and Wokingham College for part of the week.
- There are 35 students who are eligible for the Year 7 catch-up funding. This is for students who did not achieve the expected Level 4 in reading or mathematics at the end of Year 6.
- The proportion of students who join or leave the school during the year is above average.
- Since the last inspection a new headteacher and deputy headteacher have been appointed and there have been several other changes in the school's leadership teams.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress by the end of Year 11.

### What does the school need to do to improve further

- Raise the quality of teaching to good so that all groups of students make good progress by ensuring that:
  - the features of good teaching present in the school, that promote effective learning, are implemented fully by all teachers
  - work set for students is always at the right level of difficulty
  - all teachers provide students with regular detailed feedback on their work and clear advice on how to improve.
- Raise achievement in the sixth form by making sure students make rapid and consistent progress in all their subjects.
- Reduce the frequency of low-level classroom disruption by:
  - making sure that all teachers are consistent in following the school's behaviour policies
  - ensuring that there is coherent leadership and management of the school's systems for managing students' behaviour.
- Improve the effectiveness of middle leaders so that they all make sure that teaching in their areas is good or better.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Historically, students have not made the progress of which they are capable and there have been differences between the rates of progress made by different groups of students.
- The progress that students make in lessons is not consistently good. Progress varies between subjects and between classes within subjects.
- The achievement of sixth form students requires improvement because they have not made rapid enough progress to fulfil their potential. They make good progress in the small number of work-related courses provided, but do not do so in most other subjects.
- In most year groups, students join the school with attainment that is significantly below the national average. The proportion of students that gain five or more GCSEs at grades A\* to C, including English and mathematics, has increased from 2011 to 2013. The school's projections for students currently in Year 11 suggest that this proportion will increase further and will be similar to the national average last year. These projections also suggest that the rates of progress made by students in both English and mathematics have also increased.
- School leaders have taken strong actions to raise standards and these are showing increasing effect. These actions, however, have not yet had time to show sustained impact by the end of Year 11.
- Recent improvements have been made to the school's tracking systems so that the progress of all groups of students is monitored closely. This is leading to improvements for all groups of students, including the more able and is helping the school to plan extra support where most needed.
- The attainment of students who receive extra support through the pupil premium was over one GCSE grade lower than their peers in both English and mathematics in 2013. The school's figures for current Year 11 students show that these gaps have been closed so that there is now no difference in attainment.
- The progress of disabled students and those with special educational needs has improved and is now good. This is because their progress is monitored closely and they benefit from effective small-group and individual support.
- Additional funding for those students in Years 7 and 8 who need help to catch up with their peers in English and mathematics provides small teaching groups and one-to-one support. Some, but not all, of these students make good progress. Some make rapid improvements in their reading.
- Students who attend off-site provision gain valuable work-related qualifications and their progress overall is equal to that of their peers.
- The school has continued to enter students early for their GCSE examination in English and mathematics as part of a strategy to raise standards. There is no evidence that this has limited achievement. This policy has been reviewed by governors.

### The quality of teaching

### requires improvement

- Teaching requires improvement. It is not consistently good enough across the school to ensure that students make the best possible progress from their starting points. Good practice in teaching is not shared enough across the school and, in too many lessons, students are not engaged in their learning.
- Some teachers do not always plan activities at the right level of difficulty for their students. In these lessons expectations of how much students can learn are not high enough. As a result, students, including the most able, are not challenged to think enough for themselves and do not make as much progress as they could.
- The school has developed a marking policy, but this is not being implemented consistently and the quality of marking and feedback varies between subjects and teachers. On many occasions,

marking by teachers lacks enough subject-specific advice. It makes vague general statements that are not accurate enough to enable students to progress to the next level of achievement.

- Teaching is not of a consistently high enough standard in the sixth form to ensure that all these students achieve well. There is too much variation. Some sixth form students benefit from good teaching that encourages them to develop high levels of understanding and prepares them well for their future careers, but others do not.
- The school has quality assurance systems in place that check on the quality of teaching provided for students who attend off-site provision.
- The school has developed strategies to promote literacy across all subjects. For example, there has been an initiative to develop students' skills in extended writing. These plans have been implemented in several subjects and are beginning to show an impact. Some teaching assistants work well in partnership with teachers and make strong contributions to students' progress.
- Where learning is more effective, teachers provide a variety of engaging activities for their students. They check students' understanding skilfully to make sure that students are making good progress.

### **The behaviour and safety of pupils**

### **requires improvement**

- The behaviour of students requires improvement. Students' attitudes to learning are not consistently positive in different subjects and with different teachers. There is also some low-level disruption.
- Students report that their learning is sometimes disturbed by poor behaviour and that some teachers do not follow the school's agreed behaviour policy effectively. These teachers do not consistently reinforce expectations of good behaviour in their lessons.
- Behaviour around the school at break times is mostly orderly and students socialise well together. Most students move calmly around the large school site. Students show respect for their high-quality school buildings and there is very little litter.
- The school has introduced new systems, including an 'on-call rota', to improve students' behaviour. As a result, the number of exclusions is decreasing.
- Attendance has been below average for the past three years, but the school's records show that this has now increased. The school checks that students attending off-site provision attend regularly and that there are no concerns with their welfare.
- The school's work to keep students safe and secure is good. On this large and open site the school has effective systems in place that ensure students' safety. Students say that incidents of bullying, or any racist behaviour, are rare and that they are dealt with promptly by staff.
- Students have a good understanding of e-safety, including how to avoid unsafe websites, because of the high emphasis the school places on this issue. A team of students acts as cyber bullying advisers, to whom other students can report any such problems in confidence.
- Students value the opportunities they have to take responsibility, for example as mentors and prefects.
- Sixth form students display mature good manners and are good role models for younger students. For example, they have led educational programmes to combat homophobia.

### **The leadership and management**

### **require improvement**

- Leadership and management require improvement because the quality of teaching is not yet good and, consequently, students are not making good progress.
- The school has a thorough set of expectations on behaviour and study called Respect and Pride. However, there is not a coherent enough overview of students' behaviour to ensure that these principles are followed.
- The effectiveness of middle leaders is improving, but some are not making a strong enough contribution to improving teaching.

- The headteacher is now well supported by other staff with leadership roles in improving teaching and achievement. Many of these improvements, however, have not yet led to a big enough sustained improvement in student outcomes.
- Self-evaluation is thorough and is broadly accurate. School improvement plans are detailed and show clear priorities for further improvements in achievement and teaching, but these plans have not yet been fully effective.
- Checks on the quality of teaching are frequent and the results are analysed to identify areas for further improvement. However, the quality of teaching is still too variable across the school.
- The headteacher and the governing body ensure that the school rejects all forms of discrimination, fosters good relationships and promotes equality of opportunity soundly.
- A revised system for the appraisal of teachers' performance has been put in place. Teachers' targets are linked closely to improving students' progress, but it is, as yet, too early for this system to demonstrate impact. There is, however, evidence that salary progression occurs only when merited by sustained good performance.
- The curriculum is well managed and is under continuous review. The organisation of courses followed by students in Years 10 and 11 has been updated in response to students' needs. Provision in the sixth form is being broadened to ensure that all sixth form students follow appropriate courses and make better progress. Students have many opportunities to engage in a wide variety of activities outside the school day, including several sports.
- Students' spiritual, moral, social and cultural development is promoted through many aspects of the school. Opportunities for reflection are provided in many lessons and achievement is celebrated. Work in art, music and drama contributes to students' cultural development. Students from all backgrounds cooperate well together in the school.
- The school's arrangements for safeguarding students meet all current requirements. All staff have received child protection training and checks of new staff are thorough.
- The local authority has provided a range of support to the school, including checking the accuracy of lesson observations and the school's assessments of progress. This support is continuing to assist the school in its further improvement.
- **The governance of the school:**
  - Roles in the governing body have recently been reviewed and reorganised to increase its effectiveness. The governing body is well informed about all aspects of the school's work. Governors have a good grasp of how well the various groups of students are progressing and the published data on the school. Minutes of meetings confirm that governors challenge the headteacher and other school leaders. Governors are involved in checking the quality of teaching by visiting the school frequently and holding discussions with subject leaders. They also play a full part in identifying and supporting initiatives for school improvement. Governors understand the importance of improving teachers' performance, and the new systems for doing so, and have been involved in tackling teachers' underperformance. They manage finances well and understand how the pupil premium is spent and how it is helping to improve the achievement of eligible students.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	110071
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	442442

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	810
<b>Of which, number on roll in sixth form</b>	125
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Renee Rastall
<b>Headteacher</b>	Elizabeth Cook
<b>Date of previous school inspection</b>	20–21 September 2012
<b>Telephone number</b>	01344 304567
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<b>Email address</b>	info@epschool.org



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